DOCUMENT RESUME

ED 171 483 FC 011 410

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TITLE The Status of Primary School Buildirgs in the Rural Villages of Pakistan, 1976.
SPONS AGENCY Ministry of Education, Islamabad (Pakistan). Bureau of Educational Planning.
PUB DATE Apr 77
NOTE 26p.; Best copy available

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Access to Education; Building Design; Classroom Environment; Classrooms; Community Action; Developing Nations; Females; Government School Relationship; Males; *Primary Education; Problems; *Program Evaluation; *Resources; *Rural Schools; Safety; Sanitary Facilities; *School Buildings
IDENTIFIERS *Pakistan

ABSTRACT

An April-May 1976 naticnwide sample of more than 800 schools in rural Pakistan provides data to form composite pictures of the typical boys school and girls schccl. An observation checklist records such aspects as: (1) government cwnership of building; (2) structural soundness and maintenance of walls, roof, veranda, steps, floors, windows; (3) presence and conditicn cf school farm, recreational area and materials, furniture, summer ventilation, lighting, water and sanitary facilities; (4) student capacity; and (5) walking distance. Composite school building scores and frequency tabulations reveal deficiencies in each area. It is clear that much improvement is needed and that priorities shculd be safety (both structural and personal), adequacy, ccmfcrt, and aesthetics. Most of the deficiencies can be solved without additional resources if: the villagers and students become aware of what they can do themselves to improve conditions; the district, provincial and federal directorates set down and enforce minimum safety standards to be cbserved in all schools; and new designs for school buildings permit utilization of local labor and materials. (NEC)

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PRIMARY SCHOOL BUILDINGS IN PAKISTAN

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THE STATUS OF PRIMARY SCHOOL BUILDINGS IN THE RURAL VILLAGES OF PAKISTAN, 1976

by

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and

Jefferson N. Eastmond

BUREAU OF EDUCATIONAL PLANNING & MANAGEMENT

MINISTRY OF EDUCATION

GOVERNMENT OF PAKISTAN

ISLAMABAD

APRIL, 1977

FOREWORD AND ACKNOWLEDGMENTS

The information herein about school buildings was obtained from a nationwide sample of more than 800 schools during April and May, 1976. The data were gathered on an observation checklist which produced a building score for each school building. The data collection form is presented in Appendix B. While the building scores were useful in relationship to other school and village characteristics, they did not provide a useful description of the building details. Therefore, a frequency tabulation was made of the various observations on the checklist. These frequency tabulations are presented in Appendix A and the corresponding questions or observations are given in Appendix B. The narrative of this study is merely an attempt to describe the typical boys and girls schools in rural Pakistan, pointing out some deficiencies, and making some conclusions and recommendations therefrom. The authors wish to acknowledge the direct and indirect assistance of the teachers and headmasters of the Primary schools, officers and individuals of the Ministry of Education, Institutes of Education Research, Education Department of the Federal Government, Education Institutions, and the officers and staff of USAID.

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APRIL, 1977

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I. STATUS OF BOYS PRIMARY SCHOOLS IN THE RURAL VILLAGES OF PAKISTAN, 1976

Based on extensive data gathered in a nationwide sample of more than 400 boys primary schools in rural Pakistan, an attempt is made in the following paragraphs to provide a composite picture of a typical rural boys school:

The typical village boys school is housed in a government-owned building (84%), which is not considered attractive, as it has not been maintained in good condition (58%) structurally, the building has sagging walls or roof (42%) and its veranda, steps, and basic structure are considered safe (57%). The classrooms have dirt floors (52%). The roof of the building is makeshift or leaking (57%). The windows are partly safe (48%) or unsafe (38%).

There is no school farm or garden (85%) and the compound is unclean or partly clean (77%). There is no recreation area and the school grounds cannot be used for this purpose at any time (43%). There are no recreation materials for the pupils (76%).

Furniture in the school is in bad condition, or partly good condition (69%). The furniture for the pupils is partly adequate (61%), and for the teachers also (53%).

Means to cool classrooms in summer are absent (87%). Also, there are no electric lights in the classrooms (72%). Neither is there any sanitary toilet on the school premises (76%). Piped water is not found in the school (63%).

The capacity of the school is very low. If all the boys of the area eligible for school were to attend the school, the building would not be able to hold them, even if double shifts were taken (64%). The present number of rooms is partly adequate to handle the enrolled students (47%).

The walking distance to the school is usually less than 10 minutes (64%). There are no dangerous areas on the way to the school (76%). In most cases (75%) there are no distracting influences (such as noise, smell, etc.) in the vicinity.

There is a school building for both sexes in the area (62%).

II. DEFICIENCIES IN BOYS PRIMARY SCHOOLS

From the same data used to describe the typical boys school, we can point out the following deficiencies even though statistically not absolutely accurate, but approximately so.

Approximately 13% of the boys have to attend school in a rented building. Another 3% have to attend school where no building of any kind is available. Almost half of the pupils attend schools which can be judged as unsafe. Because the roof and outside walls are sagging, 43% of them sit in buildings that have an unsafe basic structure, steps and veranda. Approximately 52% of the students have dirt floors in their classrooms and another 57% have to sit under makeshift or leaking roofs. Fifty-eight percent of the boys go to schools that are not painted, white-washed, or maintained well.

Approximately 24% of the boys have to pass through dangerous areas on the way to the school. The classrooms themselves may represent a hazard to the students because of broken or missing windows. The boys are even deprived of a necessity as basic as a toilet, which deprives them of learning the fundamental rules of hygiene. The teachers themselves have no access to a toilet facility at the school.

Twenty-three percent of the teachers in the boys primary school have no furniture (no chair, desk or cupboard). Another 53% have inadequate furniture. Almost one-fourth of the pupils have not even a mat to sit on or a desk to write on, while another three-fifths have some kind of furniture, but not enough for their needs. Seventeen percent of the furniture present is in bad shape and more than half is in partly good condition.

Almost two-thirds of the pupils study in classrooms without electric lights, and almost 90% in classrooms which have no cooling system for the summers. Sixty-three percent of the boys in the primary schools have no access

to piped water on the premises. One-fourth of the pupils have to study under distracting circumstances, such as noise, smell, etc. There are insufficient rooms for 22% of the pupils.

About 43% of the boys have no recreation area to play in, let alone recreation materials, which are available to only 5% of the boys in rural primary schools. Nearly half the schools have no clean compound which can be used for games, etc. A school farm or garden, which can be used for instruction, is available to only 2% of the boys. Thirty-six percent of the boys have to walk a distance of more than 10 minutes to reach their school.

III. STATUS OF GIRLS PRIMARY SCHOOLS IN THE RURAL VILLAGES OF PAKISTAN, 1976

The following description was abstracted from the same data on 400 villages used in the description of the boys schools. The typical girls schools in a rural area of Pakistan can be described as below:

The building is government-owned (70%) and is not attractive to look at. The walls or roof are sagging (46%), but the veranda, steps and basic structure are safe (61%). The classrooms have dirt floors (53%) and makeshift or leaking roofs (51%). The windows are mostly broken or missing (32%) or in partly good condition (43%).

Furniture in the classrooms is very scanty. There is either no furniture for teachers (26%) or the needs are partly met (44%). For the pupils too there is either no furniture at all (not even a mat to sit on - 25%) or very little furniture (50%). Of this, 21% is in bad condition and another 56% is in partly good repair. There are no electric lights (70%) in the schools, no fans or other cooling systems (88%). The girls school has no sanitary toilet (66%) and piped water is generally absent (62%).

The grounds of the Girls Primary School cannot be used as a recreation area at any time (47%). There are no recreation materials for the pupils (84%) and a school farm is also absent (85%). The compound too is unclean (55%).

If all the school-going age group girls of the area were to attend the school, the building would not be able to accommodate them, even if double shifts were taken (72%). There is an insufficient number of rooms in the building (25%) or the rooms are partly sufficient (38%). There is a school building for both boys and girls in the village (57%). The pupils usually have to walk for less than 10 minutes to reach the school (74%). The journey to the school is safe (75%). There is no distracting influence in the vicinity of the school (77%).

IV. DEFICIENCIES IN GIRLS PRIMARY SCHOOLS

After having drawn a picture of the typical girls primary schools in the rural area, we can see some outstanding deficiencies, which are described in the following paragraphs.

Although the majority of girls attend school in buildings that are owned by the government, nearly 30% attend school in rented buildings and 6% where there is no building of any kind. Of those pupils who do have school buildings in their village, more than half attend schools that are unsafe due to sagging walls or roof, and 39% attend schools with unsafe veranda, steps and basic structure. Thirty-two percent of the pupils sit in classrooms with broken or missing windows. More than half of them attend schools that have dirt floors and leaking roofs. Approximately 37% of the girls have to study in buildings that are not maintained in good condition; i.e., they have not been painted or white-washed and are thus unattractive.

A quarter of all the female students have to pass through dangerous areas in coming to school. About 66% of the girl students have to manage without toilets of any kind and another 24% of them with unsatisfactory toilets. The conditions in school are not conducive to learning, because the student is not comfortable. A quarter of the girls have nothing to sit on and another 50% have inadequate furniture. Three-quarters of the furniture is either in bad repair or partly good condition.

Some 70% of the pupils study in schools with no electric lights. About 62% of them also have to manage without piped water. The students are particularly uncomfortable in summer because almost 90% of them have to sit in bad classrooms that have no cooling system. In addition, almost one-fourth of them are constantly distracted by noise or smell in the vicinity.

Almost half of the girls have no recreation area in their school. Eighty-five percent of them have no farm in their school, which can be used for instruction. The compound is also unusable for games to 55% of the pupils because it is not clean. Only a small fraction of the students (3%) have recreation materials in their school, such as swings, sports items, etc. The classrooms are insufficient to accommodate the students in 25% of the schools.

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary. The foregoing data reveals many outstanding facts about the conditions of school structures in rural Pakistan. It is clear that much improvement is needed and it is also clear in which fields it is most needed. Even the basic necessities, such as safety, are not met let alone other facilities and factors that encourage learning.

Conclusions. Emerging from the description of the primary school buildings in rural Pakistan and the number of pupils affected, some obvious priorities emerge. To the authors, the ranking priorities are as follows:

Safety. It is clear that the majority of schools in rural Pakistan are unsafe from the point of view of structure of the building (roof, steps, veranda, windows, etc.). The furniture and other equipment is also in a bad state and therefore unsafe.

In addition, there are health hazards caused by absence of sanitary toilets, proper sewage system or a clean supply of water. These inevitably lead to the spreading of contagious diseases, particularly since the general hygienic conditions in the village are also bad and because the general health of the inhabitants is poor.

The third source of danger to the pupils is having to pass through hazardous areas to reach the school. In addition, the school area is unhygienic due to smell from wastage and dung lying in the vicinity.

Adequacy. In most cases, there is a government-owned building available, but it is seldom large enough to accommodate all the students. Not only are the rooms insufficient, they are also poorly furnished. The enrollment adequacy would not be enough even if double shifts were run.

Comfort. It is very important that the pupils be comfortable in their classrooms, so that they can pay full attention to their teacher. However, we find

that in most of the schools this is not the case. The pupils have no proper seating arrangement and in almost half the schools there are dirt floors. There is no effective means to cool or heat classrooms, which makes them particularly uncomfortable in extreme weather. Electric lights are also absent in the majority of schools. The atmosphere is thus not at all conducive to learning since the basic necessities of comfort are not there. Also, there are no additional attractions to encourage the pupil to learn, such as recreation materials, or even a proper recreation area. Usually, the school compound is not clean enough to be used for games or other outdoor activities. Neither is there any school farm which can be used for instruction.

Aesthetics. Lastly we come to the aesthetic appeal of the school buildings. Most of the buildings are considered as being unattractive because they have been neglected. They are small and shabby looking and have not been painted or white-washed. How can the young boys or girls be inspired to attend such an unappealing school? And how can they be expected to aspire to reach higher goals where they see no example in their village of what benefits higher goals can bring. The urge to learn must be born from within, but the motivation has to be provided from without.

Recommendations. After having summarized the main deficiencies, the authors have come to the conclusion that most of these can be solved without additional resources.

The first necessity is awareness on the part of the villagers that they can do a great deal to improve conditions in their community, without outside help. In most cases, the teachers and students alone can bring about many positive changes, such as cleaning up the school premises and surrounding area so as to make them usable for outdoor activity. They can also make their own recreation areas and some recreation materials. Having a school farm is also in their own hands.

The pupils can even build their own schools from local material with some guidance from teachers, or government advisers. In addition, the staff of the school can greatly improve the educational standards by bringing about some kind of organization in their activities. The teachers must also encourage the pupils as much as they can to learn from their environment by instructing them in such a way that they can draw examples from their surroundings and also explore further on their own.

The second necessity is that the district, provincial and federal education directorates should set down minimum safety standards to be observed in all schools. They should then send people out into the schools regularly to see that these standards are enforced. There should also be other standards, such as the minimum amount of furniture, absence of hazards enroute to schools, and health hazards.

The third major necessity is new designs for school buildings. Buildings should be such that they can be cheaply built by the villagers themselves from local materials and such that they are practical for the pupils and teachers needs. They do not have to be ornate as long as they are clean, well-maintained, adequate, and meet all the basic needs such as piped water, electricity and sanitary toilets. Such buildings will not only be safer, but will also enable better and more efficient instruction.

A P P E N D I X A

TABLES PRESENTING THE PERCENTAGE OF RESPONSES TO THE VARIOUS OBSERVATIONS MADE ON A NATIONWIDE SAMPLE OF 416 BOYS SCHOOL BUILDINGS AND 416 GIRLS SCHOOL BUILDINGS.

TABLE 1. OWNERSHIP OF PRIMARY SCHOOL BUILDINGS

(Does this school have a building?)

AREA	BOYS SCHOOLS			GIRLS SCHOOLS		
	GOVT. OWNED	RENTED	NON EXISTENT	GOVT. OWNED	RENTED	NON EXISTENT
BALUCHISTAN	83%	14%	4%	60%	30%	10%
NWFP	83	15	1	51	49	-
PUNJAB	90	6	4	80	13	7
SIND	78	18	4	75	17	7
FED.TERR.	84	14	0	69	9	27
ALL PAKISTAN	84%	13%	3%	70%	29%	6%

TABLE 2. ATTRACTIVENESS OF SCHOOL BUILDING

(The school has been painted or whitewashed and maintained in good condition).

AREA	BOYS SCHOOLS		GIRLS SCHOOLS	
	YES	NO	YES	NO
Baluchistan	41%	59%	35%	65%
NWFP	35	65	31	69
PUNJAB	52	48	49	51
SIND	38	62	31	69
FED.TERR.	40	60	13	87
ALL PAKISTAN	42%	58%	37%	63%

TABLE 3. CONDITION OF BUILDING.

(sagging of outside walls or roof?)

AREA	BOYS SCHOOLS		GIRLS SCHOOLS	
	YES	NO	YES	NO
BALUCHISTAN	19%	81%	41%	59%
NWFP	45	55	82	49
PUNJAB	35	65	44	56
SIND	56	44	49	51
FED.TERR	40	60	29	71
ALL PAKISTAN	42%	58%	46%	54%

TABLE 4. CONDITION OF VERANDA, STEPS, STRUCTURE IS UNSAFE?

AREA	BOYS SCHOOLS		GIRLS SCHOOLS	
	YES	NO	YES	NO
BALUCHISTAN	24%	76%	36%	64%
NWFP	37	63	30	70
PUNJAB	43	57	38	62
SIND	53	47	51	49
FED.TERR.	54	46	27	73
ALL PAKISTAN	43%	57%	39%	61%

TABLE 5. DIRT FLOORS

AREA	BOYS SCHOOLS		GIRLS SCHOOLS	
	YES	NO	YES	NO
BALUCHISTAN	48%	52%	41%	59%
NWFP	55	45	46	54
PUNJAB	50	50	59	41
SIND	51	49	56	44
FED.TERR.	64	36	47	53
ALL PAKISTAN	52%	48%	53%	47%

TABLE 6. MAKE SHIFT OF LEAKING ROOF.

AREA	BOYS SCHOOLS		GIRLS SCHOOLS	
			YES	NO
BALUCHISTAN	54%	46%	35%	65%
NWFP	58	42	55	45
PUNJAB	61	39	54	46
SIND	53	47	48	52
FED.TERR.	87	53	38	62
ALL PAKISTAN	57%	43%	51%	49%

TABLE 7. ENROLMENT ADEQUACY IF DOUBLE SHIFTS

AREA	BOYS SCHOOLS		GIRLS SCHOOLS	
	YES	NO	YES	NO
BALUCHISTAN	10%	90%	21%	79%
NWFP	24	76	16	84
PUNJAB	32	68	22	78
SIND	65	35	47	53
FED. TERR.	27	73	19	81
ALL PAKISTAN	36%	64%	28%	72%

TABLE 8. EFFECTIVE MEANS TO COOL CLASSROOMS IN SUMMER.

AREA	BOYS SCHOOLS		GIRLS SCHOOLS	
	YES	NO	YES	NO
BALUCHISTAN	26%	74%	33%	67%
NWFP	16%	84%	8%	92%
Punjab	10%	90%	9%	91%
SIND	9	91	13	87
FED.TERR.	0	100	0	100
ALL PAKISTAN	13%	87%	12%	88%

TABLE 9. PUPIL DISTANCE FROM SCHOOL LESS THAN 10 MINS.

AREA	BOYS SCHOOLS		GIRLS SCHOOLS	
	YES	NO	YES	NO
BALUCHISTAN	67%	33%	78%	22%
NWFP	62	38	78	22
PUNJAB	63	37	62	38
SIND	71	29	84	16
FED.TERR.	64	36	84	16
ALL PAKISTAN	64%	36%	74%	26%

TABLE 10. DANGEROUS AREAS ENROUTE TO SCHOOL

AREA	BOYS SCHOOLS		GIRLS SCHOOL	
	YES	NO	YES	NO
BALUCHISTAN	26%	74%	32%	68%
NWFP	15	85	7	93
PUNJAB	30	70	37	63
SIND	24	76	26	74
FED.TERR.	27	73	25	75
ALL PAKISTAN	24%	76%	25%	75%

TABLE 11. DISTRACTING INFLUENCE IN SCHOOL VICINITY

AREA	BOYS SCHOOLS		GIRLS SCHOOLS	
	YES	NO	YES	NO
BALUCHISTAN	33%	67%	45%	55%
NWFP	25	75	8	92
PUNJAB	22	78	26	74
SIND	24	76	28	72
FED.TERR.	23	76	13	87
ALL PAKISTAN	25%	75%	23%	77%

TABLE 12. SCHOOL BUILDING FOR BOTH SIXES

AREA	BOYS SCHOOLS		GIRLS SCHOOLS	
	YES	NO	YES	NO
BALUCHISTAN	20%	80%	32%	68%
NWFP	65	35	60	40
PUNJAB	37	63	35	65
SIND	91	9	92	8
FED.TERR.	20	80	27	73
ALL PAKISTAN	62%	38%	57%	33%

TABLE 13. RECREATION AREA

AREA	BOYS SCHOOLS			GIRLS SCHOOLS		
	YES	NO	PARTIALLY	YES	NO	PARTIALLY
BALUCHISTAN	23%	51%	26%	21%	52%	28%
NWFP	8	58	34	9	65	26
PUNJAB	28	41	32	14	59	27
SIND	36	30	33	28	32	40
FED.TERR.	31	50	19	13	75	13
ALL PAKISTAN	25%	43%	31%	15%	47%	26%

TABLE 14. WINDOWS UNSAFE (BROKEN, MISSING)

AREA	BOYS SCHOOLS			GIRLS SCHOOLS		
	YES	NO.	PARTIALLY	YES	NO	PARTIALLY
BALUCHISTAN	46%	18%	36%	36%	21%	43%
NWFP	30	22	48	32	30	38
PUNJAB	38	16	46	33	25	42
SIND	38	13	49	28	21	51
FED.TERR.	27	7	67	33	27	40
ALL PAKISTAN	38%	13%	48%	32%	25%	43%

TABLE 15. GOOD FURNITURE.

AREA	BOYS SCHOOLS			GIRLS SCHOOLS		
	YES	NO	PARTIALLY	YES	NO	PARTIAL
BALUCHISTAN	26%	20%	54%	35%	10%	55%
NWFP	40	13	47	33	15	52
PUNJAB	23	21	56	24	21	55
SIND	37	8	55	42	12	46
FED. TERR.	19	69	12	6	75	19
ALL PAKISTAN	31%	17%	62%	23%	21%	56%

TABLE 16. ELECTRIC LIGHTS.

AREA	BOYS SCHOOLS			GIRLS SCHOOLS		
	YES	NO	PARTIALLY	YES	NO	PARTIAL
BALUCHISTAN	2%	78%	20%	15%	52%	33%
NWFP	11	66	23	17	78	17
PUNJAB	11	86	3	8	88	4
SIND	9	57	33	9	46	46
FED.TERR.	13	75	13	0	100	0
ALL PAKISTAN	9%	72%	19%	8%	70%	22%

TABLE 17. TOILET ON PREMISES.

AREA	BOYS SCHOOLS			GIRLS SCHOOLS		
	YES	NO	PARTIALLY	YES	NO	PARTIAL
BALUCHISTAN	8%	77%	15%	17%	52%	31%
NWFP	2	90	8	5	81	14
PUNJAB	4	8	7	3	83	14
SIND	13	48	39	20	36	44
FED.TERR.	0	93	7	0	94	6
ALL PAKISTAN	7%	76%	17%	10%	66%	24%

TABLE 18. PIPED WATER ON PREMISES

AREA	BOYS SCHOOLS			GIRLS SCHOOLS		
	YES	NO	PARTIALLY	YES	NO	PARTI
BALUCHISTAN	9%	80%	11%	17%	45%	38%
NWFP	6	65	28	7	83	10
PUNJAB	23	71	6	21	72	7
SIND	37	40	22	20	37	42
FED.TERR.	6	87	6	0	87	13
ALL PAKISTAN	21%	63%	16%	16%	62%	22%

TABLE 19. CLEAN COMPOUND

AREA	BOYS SCHOOLS			GIRLS SCHOOLS		
	YES	NO	PARTIALLY	YES	NO	PARTIA
BALUCHISTAN	13%	48%	40%	19%	50%	31
NWFP	28	42	29	28	40	32
PUNJAB	26	36	38	13	56	31
SIND	22	51	28	14	66	20
FED.TERR.	6	50	44	0	63	38
ALL PAKISTAN	23%	45%	32%	17%	55%	26

TABLE 20. RECREATION MATERIALS AVAIABLE.

AREA	BOYS SCHOOLS			GIRLS SCHOOLS		
	YES	NO	PARTIALLY	YES	NO	PARTIA
BALUCHISTAN	6%	63%	31%	0%	82%	18
NWFP	3	76	22	0	89	11
PUNJAB	5	71	24	9	75	16
SIND	6	87	7	0	90	10
FED.TERR.	6	81	13	6	88	6
ALLPAKISTAN	5%	76%	19%	3%	84%	13

TABLE 21. SCHOOL FARM

AREA	BOYS SCHOOLS			GIRLS SCHOOLS		
	YES	NO	PARTIALLY	YES	NO	PARTIA
BALUCHISTAN	9%	76%	15%	15%	73%	12
NWFP	0	91	9	1	85	14
PUNJAB	3	82	16	5	85	9
SIND	1	86	12	2	90	8
FED.TERR.	0	88	13	0	80	20
ALLPAKISTAN	2%	85%	13%	4%	85%	11

TABLE 22. TEACHERS FURNITURE.

AREA	BOYS SCHOOLS			GIRLS SCHOOLS		
	YES	NO	PARTIALLY	YES	NO	PARTI
BALUCHISTAN	33%	8%	58%	52%	22%	26
NWFP	37	13	50	37	8	55
PUNJAB	9	31	60	29	29	52
SIND	22	26	52	25	36	38
FED.TERR.	25	50	25	8	62	31
ALL PAKISTAN	23%	23%	53%	29%	36%	34

TABLE 23. SUFFICIENT ROOMS

AREA	BOYS SCHOOLS			GIRLS SCHOOLS		
	YES	NO	PARTIALLY	YES	NO	PARTIA
BALUCHISTAN	37%	21%	42%	61%	23%	16%
NWFP	35	13	52	39	16	46
PUNJAB	24	25	50	27	32	42
SIND	31	24	45	43	23	34
FED.TERR.	31	31	38	13	47	40
ALL PAKISTAN	31%	22%	47%	37%	25%	38

TABLE 24. PUPIL FURNITURE

AREA	BOYS SCHOOLS			GIRLS SCHOOLS		
	YES	NO	PARTIALLY	YES	NO	PARTIA
BALUCHISTAN	16%	24%	59%	32%	24%	44
NWFP	5	17	78	8	19	73
PUNJAB	7	34	59	16	36	49
SIND	40	11	48	49	11	39
FED. TERR.	6	69	25	13	69	19
ALL PAKISTAN	18%	21%	61%	25%	25%	50

A P P E N D I X B

THE DATA COLLECTION INSTRUMENT
USED FOR ASSESSING THE STATUS
OF PRIMARY SCHOOL BUILDING

II. PRIMARY SCHOOL BUILDING AND FACILITIES

Type of School (Circle appropriate word(s))
Male Female Mixed

Directions: Circle the appropriate number for each item in this section and then add all circled number for a total score for this section. Enter the total score in the box at the end of this section and in the appropriate box on the cover sheet.

1. Does this school have a building? (a) Govt. owned - 4 (b) community free - 4
   (c) Rented..... 2
   (d) none 0

	Yes	No
2. The school have been painted or whitewashed and maintained in good condition.	3	0
3. Substantial Sagging of cutside walls or roof	1	3
4. Unsafe veranda steps, structure, etc.	1	3
5. Dirt Floors	0	4
6. Makeshift or leaking roof	1	3
7. If this school were run on double shifts would it accommodate all children of this age & sex in the entire village	4	0
8. There is an effective means to cool the classrooms in hot weather (i.e. fan, screened windows etc.)	3	0
9. All pupils in this school's attendance areas can walk to school in less than 10 minutes	3	0
10. There are dangerous areas that some children must pass through in coming to school	0	4
11. There is a distracting influence in the immediate vicinity of the school (i.e. noise, smell, lighting etc.)	0	4
12. Both sexes in this village are served by a schoolbuilding	3	0

	Yes Item shown is complied with fully	No Item is not fully present nor complied with: Partly Met.	Non Existent There is no such item It is absent
13. The school grounds serve as a recreation area at any time.	4	1	0
14. There are broken or missing windows	2	4	0
15 The furniture (desks, Chairs, Almirah, blackboards, etc.) is in good repair.	4	2	0
16. Is there electric lighting in the school	4	2	0
17. Is there a sanitary toilet on the premises?	4	2	0

Name of Village: _____
Name of District: _____
Province: _____

II. BUILDING AND FACILITIES (Contd.)

	Yes Item shown is complied with fully	No Item is not fully present nor complied with: Partly Met	Non-Existent There is no such item. It is absent
18. Is there piped water to the premises?	4	2	0
19. Is the school compound, (premises) clean for games?	4	2	0
20. Are there materials and facilities available for school games and recreation. (Swings, Sports standards, lined field, etc.)?	4	2	0
21. There is a school farm or garden used for instruction of students.	4	1	0
22. There is a desk, chair and cupboard in good repair for each teacher.	4	1	0
23. The number of rooms is adequate to handle the pupils i.e. at least one room for each	4	1	0
24. If there is a desk and chair available for every pupil (Score 4). If there is mat or cushion for every pupil (Score 2). If some pupils have neither mats nor desks (score 1). If there are no mats for any pupils (score 0)	4	1	0

Total Score, Boys School _____

Total Score, Girls School _____

Reconciled Village Score _____